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ABSTRACT

Deliberate Psychological Education is an emerging method for delivering psychological services. The focus is educational and preventive and the aim is to increase personal learning and psychological competence via educational experiences that integrate intellectual, conceptual knowledge with affective, personal knowledge. A number of psychological education issues are covered in this review. They are (a) an explanation for the emergence of psychological education at this time; (b) historical parallels in education, psychology and religion to deliberate psychological education; (c) the quest for a proper and substantial foundation for psychological education; (d) the politics of implementing and maintaining psychological education; (e) territoriality and the "bad news" concerning psychological education. (Author)

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# PSYCHOLOGICAL EDUCATION:

# AN OVERVIEW OF ISSUES

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## INTRODUCTION

In the academy, the term Psychological Education is heard more and more these days. Among the inner circle of counselors, guidance directors and school-based applied psychologists, psychological education increasingly sounds like a good idea. But what is it? Although the idea is picking up new momentum and meanings, the most fundamental definition is: educational intervention designed specifically to promote personal learning and psychological competence. The integration of academic learning and personal experience serves as the primary vehicle for achieving these goals (Cottingham, 1973). In fact, psychological education is often defined as equivalent to this integration of cognitive and affective material. The novelty and promise of psychological education concerns the affective, psychological emphasis. Weinstein (1973) addressed this point when he stated:

> . . . our formal education is geared to processing those areas most distant from our everyday living experience while those areas closest to our daily experience--our relations with ourselves and others--are left to chance.

Goals are certainly more affective than are traditional academic aims. They include a raft of personal attributes: increasing ego strength, capacity to fantasize, self-control, intentionality, moral development, expanding one's affective vocabulary, vocational maturity, awareness training, sex role growth, interpersonal relationship skills, process skills for personal-psychological data, and positive mental health attitudes. The psychological education epistomology is above all holistic; thinking, feeling and acting are seen as inseparable components of personal development.

## EMERGENCE OF PSYCHOLOGICAL EDUCATION

Separate events have coalesced to produce the psychological education momentum. Let's trace these events by starting with the doomsday data concerning schooling and the way it has nourished psychological education programs.

Doomsday Data

If you saw the documentary, High School, produced a few years ago, then you understand the point in this section. If not, read on.

A few years ago, a book was published with the title, We are the People Our Parents Warned Us About. Examining the schooling literature makes one feel that schools are another place our parents wanted us to avoid. Like advanced scouts investigating the carnage ahead, educational researchers have, in the last ten years, documented the casualties of American education. These researchers and their prophesies are becoming all too familiar. They read like an ever-increasing roll call: Aspy, Berg, Chickering, Coleman, Friedenberg, Goodman, Heath, Herndon, Holt, Illich, Kohl, Kozol, Jackson, Jenchs, Obstatz, Silberman and Sprinthall. The psychological effects of schooling are summed up by Sprinthall and Ojemann (in press) when they review the effects of schooling K-16 and conclude:

> Thus the failures of schooling to provide for healthy personal and psychological growth are general. Negative effects cut across class lines and pervade every grade level from the beginning of schooling to an ironic commencement.

The work of researchers and the displeasure of students, the consumers of the schooling industry, have directly nourished alternative educational game plans such as psychological education.

Triumph of the Therapeutic

The popularity of Carlos Castaneda is an example of the current respect for nonintellectual experience. This respect, crucial for the growth of psychological education, is witnessed by the broad cultural acceptance of the unity of mind and body proclaimed by the philosophers, and more recently, the psychosomatic medicine experts. Now psychological services have vaulted psychological knowledge into a major service industry (London, 1974) and affective growth has increased greatly as a respectable goal. Witness these words in the Chronicle of Higher Education (1971):

> The University has reached its current crisis because of a narrow rationalism that defined demonstrable knowledge as the only knowledge worth having. True education is concerned with values too--philosophical inquiry and imagination.

Polster and Polster (1973) describe a former hurdle for psychological education when they write:

> Not too long ago, little attention was paid to immediate experience under the assumption that personal involvement while learning disrupted the objectivity essential for clear-headed conceptualization.

Now, research data such as Hinkins (1972, cited by Wittmer and Myrick, 1974) results -- 90% of questions from teachers deal only with cognitive knowledge-- - is evaluated negatively.

The promotion of affective experiences in the schools is also more popular because the schooling industry is less nervous, than in the days of Character Education, about infringing on the family and church in nonacademic development. Also, research and practice reveals a mutually supportive result when academic and personal learning experiences are combined. Purkey (1970, cited by Wittmer and Myrick, 1974) found that academic achievement scores increased when emotional and intellectual experiences were combined. In my own teaching of human sexuality to college students, an experiential aging fantasy experience followdd by didactic instruction has demonstrated the validity of this integration.

Prevention Always Supersedes Cure

We all know that prevention is better than patchwork in car maintenance, dentistry, and pollution control; and we all know prevention is better than treatment in psychological services. Gradually, oh so gradually, we are putting more time and energy into prevention. The proactive, preventive approach is proposed over and over (Caplin, 1964; Gildwell, 1971; Hawkins, 1972; Hobbs, 1964; Ivey, 1973; Layton, Sandeen and Baker, 1971; and Morrill and Hurst, 1971). Programmatic developments in areas like psychological education are emerging in response to this challenge.

Demystification of Psychological Skills

Promoting human welfare by sharing professional secrets is the mode suggested by Miller (1969) when he urged psychology to turn over its expertise to the unwashed. Miller believed that schools were an excellent place to demystify and give psychology away. Eric Berne's deliberate use of common language in Transactional Analysis is an example of demystification (Holland, 1973). Psychological education benefits from such a focus as Ivey and Alschuler (1973) said:

> We need to pass on this knowledge as rapidly and coherently as possible to as many people as possible. Psychological education offers an important way to demystify our profession and reach these goals.

Demystifier: Role and Function

A few years ago, Penny described college student personnel as a profession stillborn. Role and function in that setting have not changed greatly so it is not surprising to read Cross (1973) advocating direct curriculum involvement as an appropriate role for college student personnel workers.

Like college student personnel workers, guidance workers in other settings are still trying, as Jesse Jackson says, to "become a necessity." The data that suggests that computers are as good as counselors tends to be devastating (Carkhuff, 1972; Price, 1974) and the way counselors are victimized by bureaucratic demands (Aubrey, 1973) perpetuates the despair.

Examining K-16, Mosher and Sprinthall (1971) are compelling when they say that the little white clinic can never undo the work of the little red school. In fact, the undoing role is an incredibly reactive, remedial and defensive position. The reality is that the curriculum is the main tent; side shows always serve the needs of the main tent and never become more important. Carroll (1973) summarizes the result:

> Yes, I think that we have allowed ourselves to be misdirected and have become marginal men within the school . . . .

In response, guidance specialists and psychologists are entering the curriculum in order to demystify and teach psychology in a preventive-educational mode.

## The Costs in Being a Client or Patient

Beit-Hollahmi (1974) makes an incredibly frightening case for the way counselors and psychotherapists spend their time convincing clients and patients that the source of their oppression is internal, not external. In other words, clients learn that they are wrong and that they produced their own personal distress. The client becomes convinced that he or she is irrational, incongruent or disowning and is sick/crazy/neurotic. Also, clients and patients internalize society's attitudes toward the mentally ill (Farina, Gliha, Boudreau, Allen and Sherman, 1971; Farina and Ring, 1965). Third, the client or patient may be the victim of a deterioration effect in therapy as suggested by Bergin (1971). Last, the role of client or patient provides few cues to the the uninitiated as to expectations. These limitations in the role of client or patient are sometimes a high cost to pay for psychological growth; the role of student, as in psychological education, reduces the costs while also promising psychological growth. Hence, another reason for the popularization of psychological education.

In summarizing this section, psychological education has grown because of emergence of separate events in schooling research, the respect for affective experiences, the preventive model, the demystification of psychological skills, the role of the counselor as demystifier and the costs in the client role.

## OTHER TIMES, OTHER PLACES, OTHER NAMES

No social agency has a bigger corner on the psychological education market than the church. The Judeo-Christian tradition and the work of men like Samuel, David, Paul, John Wesley and Luther can be seen within a psychological education perspective. The church, throughout antiquity and at present, is

perhaps the most powerful agency in the society in educating humans on issues of self growth, intimacy, unity and personal ethics. The church is not questioned in its goals of personal renewal, being born again, and personal development. Often theological language (such as God's love and forgiveness) is used to describe and legitimatize this process. In the liberal Protestant, Catholic and Jewish congregations, theological and psychological language and concepts are used interchangeably while the process of affective education goes on. The House Church Movement (Anderson and Anderson, 1975) is a good example of a contemporary religious approach to psychological education. Another example is the work of the Unitarians. There, the grade school curriculum includes the 1.) magic circle (Bessell and Palomores, 1967) and 2.) a thorough sex education program.

Within psychology and education, there have been prototypical psychological education programs.

Alfred Adler put the "prevention supersedes cure" belief to work when he established family education centers. In 1922, Adler's first center was established to prevent and educate and by 1934, twenty-eight centers existed in Vienna. With the rise of Fascism these centers were closed and Adler, on moving to New York, started family education centers there. These family centers taught psychological and affective skills via a preventive-educational approach (Mosak and Dreikurs, 1973). Sounds like psychological education to me!

The growth centers around the country are a contemporary nonschool based program similar to the Adlerian centers in goals. The Esalen Institute's catalog is filled with workshops and courses; the Institute for Advanced Study in Rational Living offers in its 1975 catalog a wide variety of Institute for Rational Living educational experiences for ". . . individuals who desire heightened self understanding and ability to function . . . ." Many growth centers and institutes operate under a psychological education rubric, that is, they define their work as educating, they often combine academic and affectivee

experiences and participants are labeled students rather than clients or patients.

In education, Character Education is the strongest historical tradition related to psychological education. In 1932, the American Association of School Administrators published a book which lists 16 goals of Character Education and 95 studies researching the relationship between growth in character and other indices of psychosocial status. It is an impressive volume in its scope and depth and is a strong testimonial to an earlier movement. Two other educational attempts deserve mention.

Hellmuth (1966) outlines what he calls the psychopedogogical model in special education. This model, used for disturbed children, is a mutation of clinical work and school practice. Hellmuth (1966) said:

> It combines the clinical processed theories and techniques with the school processed concepts and methods of teaching. Its major tool is the total curriculum rather than particular intervention . . . .

In departments of psychology, the Psychology of Adjustment has a pertinent lineage. This course has been the outlet in psychology departments for those students looking for personalized learning. Unfortunately, the respectability granted this course by psychology departments correlates negatively with the department's status in academic psychology. At the community colleges and high schools, this course is respected and applauded; at the big universities, it is a course to be taught by the last fired, first fired or, more likely, a second year graduate student. Few academic psychologists have identified with this course and ridden it to professional advancement. Usually identification with this course means being drummed out by the department, often at tenure time.

Sid Jourard at Florida was an exception, yet for Jourard it was probably his texts on the Psychology of Adjustment and his internationally famous self-disclosure research, conducted in the adjustment class, along with his personal attributes, that made Jourard a well-known name.

As the notion of adjustment has taken on more of a negative value among

professionals and the laity, the Psychology of Adjustment courses have continued to wither until now the course is going or gone from the curriculum of many campuses.

ON POURING A FOUNDATION

It is exhiliarating and confusing to think about a foundation for psychological education intervention. A casual inspection of psychological education curriculum clearly reveals a lack of sophisticated theoretical underpinnings. All too often courses are taught, like counseling is done, with bountiful expectations of positive outcomes. Such procedures are dangerous. Alschuler (1973) wrote:

> Those who assume a relationship between what they teach and specific long-term consequences run a large risk of being very wrong.

However, some good hard thinking on this issue has been done and some theoretical foundations have been laid.

To me, the most impressive theoretical foundation is developmental psychology. Mosher and Sprinthall (1971) have strongly supported this direction. Their focus is based on the work of Dewey-Piaget-Kohlberg, and as Rest (1974) said:

> Educational programs with such a venerable lineage have created interest because of the intellectual heft behind them and the promise of initiating something more than a superficial, piecemeal, short-lived fad.

With precision and clarity, Rest (1974) describes the cognitive-developmental approach. This approach is rooted to sequential stages of human development. Knowledge of specific stage competencies gives the psychological educator a very focused game plan to use in teaching. Also important to the cognitive-developmentalist are the concepts Structural Organization andd Interactionism (Rest, 1974). Structural Organization refers to human cognitive organization in information processing, problem solving and decision making. Interactionism refers to the cumulative, developmental change that each individual acquires as the person continually tries out, uses, modifies and adapts cognitive

constructs. Psychological educators of a developmental persuasion tend to vary in their enthusiasm for stage theorists. For example, Parker (1974) and his associates researching college students use the work of Perry for their developmental framework.

Unfortunately, psychological education programs and the developmental framework do not always fit together because ". . . A major problem confronting psychological education is the lack of an adequate theory of personal or emotional development" (Mosher and Sprinthall, 1971). Second, the developmental framework assumes that stages are ordered and people can be assessed vis-a-vis stages. Hence, it is more than disheartening to read a critique like Kartines and Grief's (1974) review of Kohlberg's assessment procedures because the review shreds the reliability and validity data supporting Kohlberg's instrument.

An alternative foundation of 'why we do what we do' is the life crisis literature. To me, this foundation is a modified, less elegant version of developmental psychology. Social scientists have researched human life crises in order to provide data for preventive, community based programs such as psychological education (Paybel, Prusoff and Uhlenhuth, 1971, Smith, 1971). For example, the evidence from this research suggests that death of a relative is a disabling life crisis for most people, hence, curriculum intervention of a preventive-educational orientation in death and dying is clearly warranted.

Humanistic psychology is a major theoretical foundation for psychological education. Leaders of the humanistic approach are Alschuler (1973), Alschuler and Ivey (1973), Borton (1970), and O'Bannion and Thurstone (1972). Common resources are Bugenthal's Challenges of Humanistic Psychology and Weinstein and Fantani's Toward Humanistic Education. Psychological educators of a humanistic bent have 2 cornerstones to their work: a list of healthy personality traits and a methodology to promote these traits. The traits are derived frommm personality theorists like Jahoda, Jourard, Maslow and include: an ability to

relate intimately, tolerance for ambiguity, openness, freedom from 'old baggage,' acceptance and spontaneity. The methodology used to promote these traits if often experiential. Increasing student affect is the goal.

The humanistic alternative has its critics. These critics often ask: after the turn on, what? Sprinthall's (1972) incisive attack on humanism as a ffaddish bag of virtues addresses this point. To this date, Sprinthall has not been sufficiently answered by the humanists.

Clearly, the theoretical battle is between the developmental and humanistic approaches. Theorists with a developmental bias have made a number of comparisons of the 2 approaches (Kohlberg, 1971; Parker, 1974; Rest, 1974; Sprinthall and Sprinthall, 1974). Kohlberg (1971) contrasts the 2 perspectives:

| Humanistic | | Cognitive-Developmental |
|---|---|---|
| 1. Spontaneous emotional experience as a goal. | vs | Cognitive reorganization of experience through successively higher levels including emotional experience as a goal. |
| 2. Here and now unique, individual orientation. | vs | Unique and immediate as elements or processes in universal progression. |
| 3. Substantiation from psychological theory is sufficient for postulating certain values as superior. | vs | Postulation of values only on the basis of substantial philosophical and ethical data. |
| 4. Data base is existential. | vs | Data base is experimental. |

When one examines the contrasts Kohlberg suggests, there are substantial theoretical differences; at other times, it is hard to tell on which team the players belong. Let me cite some examples. First, both Rest (1974, p. 243) arguing from a cognitive-developmental view and Alschuler (1973, p. 217) supposedly humanistically based cite Kohlberg and talk about both lateral and vertical stage development of students. Second, Rest (1974) discusses the cognitive-developmental concept of Structural Organization and says the aim iss to develop internalized conceptual frameworks and problem-solving strategies. That sounds to me like what the humanist, Weinstein (1973) calls intentionality;

an approach that helps learners become their own self-scientists. Third, cognitive-developmental practitioners like Mosher and Sprinthall (1971) and humanists like Alschuler and Ivey (1973) use the same materials to produce student gains, i.e., work of Carkhuff. Last, as I said earlier, cognitive-developmental adherents criticize the humanistic focus on increasing affect. Yet, Sprinthall's critique of adolescent affective language as barren, consisting of wow, sad and dynamite is, in fact, an invitation to increasing affective vocabulary and affective experience. Indeed, at times, theoretical differences seem minimal.

Another alternative foundation is behavioral psychology. This atheoretical perspective does provide a basis for ongoing community education programs in assertiveness training and a course I teach, weight control. One can do psychological education based on learning principles, yet I suspect that a more detailed theoretical base is a necessity in the long run and the value question, the goal of the intervention, seemingly not pertinent, is actually still there, waiting to be answered when one used a behavioral approach (Sprinthall and Erickson, 1973).

The quest for a foundation with substance and strength is crucial for psychological education. For me, a developmental perspective has clear advantages in the way it challenges us to know why we are doing what we're doing, tends to be less transitory in values and is easier to research.

## POLITICS OF PSYCHOLOGICAL EDUCATION

With a disconcerting frequency, professional counseling and psychology is attacked as a vehicle of the status quo (Doyles, 1971; Kohlberg, 1971; Halleck, 1971a; Shoben, 1965). Warnath (1975) is the latest to indite, this time directing the finger at the career guidance establishment. The question for us is: What are the politics of psychological education? The psychology of adjustment concept is not popular because it champions stability as a goal; the psychological education concept cannot be as clearly cheered or scorned for its

political effects.

In examining this issue, it is instructive to look at the rationales used for establishing psychological education programs. Mosher and Sprinthall (1971) and Wittmer and Myrick (1974) introduce their work by describing the results of current schooling. Wittmer and Myrick (1974) say current schools do not provide for positive psychological growth, and cite: the mindlessness of current schooling as exposed by Charles Silberman; the 1,000,000 dropouts per year; the typical urban rioter--a 15-24 year old dropout; the high rate of drug use in schools, the 50% cheating rate by college students and the demand by students for school mental health services.

There are a number of ways to respond to these problems. One reaction is to accept all this on the chin and keep plugging, believing that formal education is the best onward and upward path. This critique, with added vengeance, is seen in the new emphasis on 'back to the 3 Rs.' A second game plan is to tinker with traditional methodologies; team teaching in the classroom, using multimedia or programmed learning. I call this the New Bible Theory because the church is continually repackaging its message hoping that the new package will carry the day.

We could deschool society. Illich (1971), arguing powerfully and persuasively, asks us to simply pull the plug, close the school doors and let the schooling industry die a peaceful but quiet death. Illich's language is tough for he believes the school is the society's most manipulative institution in the way it perpetuates a blatant and powerful misuse of social life. Illich (1971) wrote:

> Only by channeling dollars from the institutions that now treat health, education and welfare can the future impoverishment resulting from their disabling side effects be stopped.

An article by Kunnes (1972), "Detherapizing Society," uses an Illich approach to take on the psychotherapy guild and, indirectly, psychological education. Kunnes vigorously attacks the therapeutic-industrial complex as an

unnecessary service industry disabling rather than enabling its consumers.

Psychological education is, of course, one answer proposed to the fallout described by Wittmer and Myrick (1974). It does not simply accept education casualties as a legitimate outcome of the schools nor does psychological education endorse what Norm Sprinthall calls the "torch method," the Illich solution.

Where do psychological educators fit? Do they tinker enough to make it all more palatable for students K-16 or do they, in a sophisticated way, endorse and promote social change? I believe the answer is a mixed one. We must praise Mosher (1974) and his associates for their courageous unwillingness to accept the traditional failing outcome of guidance services; the failures of traditional curriculum options; the failures of traditional educational research epistomology. These people and others <u>are</u> forging new paths, they are making schools better places to live. Specifically, if Mosher and Sprinthall had their way, young people would operate at higher levels of moral development and if, in 10 years, another Vietnam confronted us there would be even more hell raising by American young people than in the 60's and 70's. Such work <u>does</u> endorse social change!

On the other hand, psychological education strategies and goals often promote what the Adlerians call social interest, a desire to strengthen established social rules. Alschuler (1973, p. 205) stated this when he wrote:

> The first broad goal of psychological education is to promote the existing aims of education, especially the often neglected psychosocial goals.

There are 3 psychological education curriculum issues I want to address--affective mood regulation, compulsory education and cross-age teaching. Halleck (1971b) shames us all when he discusses "The Great Drug Education Hoax," a moralistic, paternalistic attempt by principals and parents to reject one kind of emotional high. Instead, principals and parents can look to psychological education curriculum and suggest our kind of high--guided fantasy

and meditation. It is evident that school boards do not accept programs like Transcendental Meditation because of the board's belief in affective experience; they accept it because of the data which shows that devotees of TM use fewer drugs than nondevotees. The point: It is easy for psychological educators to be supply sergeants for nervous school boards looking for ways to control student affect.

Few activities in our society operate on the basis of a guaranteed clientele. Prisons, assorted health centers and sometimes the military operate with compulsory attendance by consumers. We forget that schools too are compulsory. Psychological educators pushing lofty ideas operate with consumers who must be there. Do we essentially just help students to applaud their status as individuals who gleefully accept the compulsory nature of their enrollment?

Cross-age teaching as a practicum experience seems politically benign and, in fact, provides psychological benefits by giving young people an opportunity to learn crucial socialization skills and ideas from older children or adults. Ironically, the political effect of such age integration is to decrease the rate of social change. Age integration generated by cross-age teaching greatly decreases the possibility of social change and the passion by the young generation to change dominant cultural values and institutions (Hall, 1974). Such psychological education practices work to preserve the political status quo.

How then do we assess the politics of psychological education? It is to me a mixed bag, an acceptable spot for me personally, a perspective that does not produce overtly evil effects and perhaps is not even demonic in a benign way.

## TERRITORIALITY

What discipline owns psychological education? Is it counseling psychology? guidance? the family development area in home economics? social work? school psychology? the ministry? nursing? health education? clinical psychology? No discipline can, right now, say psychological education belongs to us. Sex

education, for example, is done by all the disciplines mentioned above. I want to make a case for and against counselors as psychological educators.

## Psychological Education Belongs to Counseling

Wittmer and Myrick's (1974) list of facilitative teacher attributes reads like a traditional list used for selecting counselor education candidates. A willingness to deal with affect and a tolerance for ambiguity are especially prominent traits (Jones, 1974). Other disciplines do not champion these traits or nourish them.

Newbardt (1971), a physician, discusses the difficulties gynecologists and other physicians have in dealing with the feelings of their patients. What they want, he says, is a good laboratory test. Counselors are supposed to be experts in dealing with feelings. Tolerance for ambiguity is an important counselor trait, a trait necessary in successful psychological education. The classical academic disciplines like History do not consider it legitimate to process personal reactions to academic material like historic racist practices; psychological educators seize on this as great grist for the classroom mill. The traditional aversion of counseling students for vocational counseling results largely because the area is too cognitive; what other disciplines push--the intellectual, cognitive analysis--counselors shy away from.

## Psychological Education Does Not Belong to Counselors

Established professions have their own power base--a theoretical base protected by law and research, e.g., law, medicine, psychology. How can the counselor demand the realm of psychological education? The applied behavioral scientist's role is legally owned by many disciplines and the research base does not obviously belong to counselors although Mosher's (1974) belief that knowledge comes from practice is support for such a research base. In addition, many academic counselors are refugees from the classroom and many of them

have no interest in returning to that arena.

The territoriality issue is not settled; the future will depend on who generates good practices and research. Perhaps counselors will become a necessity for the development of psychological education.

BAD NEWS

Psychological educators have plenty of bad news to reap. Surveying the field, one finds only isolated pockets where people know what they are doing. Research from Boston University, the University of Massachusetts and the University of Minnesota gives us models to emulate in our own work. Most of us, including myself, do not know what we are doing. By that I mean few of us are sure of the direction to follow or the constructs to measure. Few of us vigorously measure pre-post change especially in terms of long term student change. Perhaps at this point, meaning should dictate over rigor but it is disturbing to sense the general lack of precision and the psychological hucksterism in the field. Mosher (1974) tells us, citing Biddle's work at Missouri, that we do not to this day know what is good teaching or how to measure it; Mosher and Sprinthall (1971) tell us that we do not have an adequate theory of personal development. So, I guess we can find some relief in the difficulty of the chore.

Psychological education is a preventive approach to psychological distress. We know prevention is best. It is also naive, I believe, to expect the focus in our field to change in this direction. Counselors, by orientation, are just too reactive and remedially oriented to initiate and intervene ahead of developing distress. Jacobs and Whiteley (1975) discuss sexual distress, saying prevention is better than treatment. Then they introduce the articles in an issue they edited. Of the 24 articles in the issue, less than half are preventive in orientation. Prevention is not a glamorous orientation; the physician performing open-heart surgery will probably always have more status than the physician who devotes his attention to prevention of cardiac difficulties.

Consumers, too, will continue to demand remedial services. This area is flourishing in practice (London, 1974) and research, i.e. behavior therapy techniques.

The current economic situation may also effect psychological education implementation. At a time like this, psychological education, like a higher order need on Maslow's hierarchy, becomes less essential. Psychological education is the new liberal arts; a 1975 equivalent to the humanities courses of 1955 such as The American Novel, History of Philosophy. It is a discipline devoted to helping people live their lives in a more fulfilling way. Only the career guidance-life planning courses emerging now can rightfully attach themselves to the new vocationalism. The popularity of courses like Human Sexuality and Death and Dying has little to do with the new vocationalism.

Last, there is at best an ambivalence among traditional disciplines in their support of psychological education. The current American Psychological Association's project on high school psychology is essentially an attempt to implement traditional research and intellectual content into the high school curriculum. There is not much attention in this program to the goals of psychological education.

## SUMMARY

In this overview, I have attempted to look at some of the germane issues in psychological education. The issues covered were: historical parallels to psychological education, the emergence of the field, foundations for practice, politics of psychological education, territoriality and bad news. Psychological education is, I believe, a right direction for our efforts and energy. It is, I believe, a focus that will pay dividends for us and, more importantly, for those consumers we serve.

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